

identify and develop political strategies for dealing with the problem. These women often encountered problems dealing with the political issues because people did not often trust their ability to handle politics. They were forced to prove themselves before they could get support from others.

The final issue, "Feminism," is dealt with extensively by the women of this book. This book and similar books and articles point to the fact that women are leaders in the movement for change. The women activists in this book come from all walks of life. The nurturing abilities of women appear to make them good activists.

I do not find any particular weakness in this book. At times certain issues might be repetitious, but this cannot be avoided due to the nature of the book. In summary, this is an excellent book written by women who caused or effected change. It should be a part of every library and be read by people in general and those in particular who are interested in activism.

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**Marjorie Harness Goodwin. *He-Said-She-Said: Talk as Social Organization Among Black Children*. (Bloomington: Indiana University Press, 1991) 371 pp., \$19.95 paper.**

The author, acting both as ethnographer and sociolinguist, recorded conversations of black children in a working-class neighborhood of Philadelphia over a period of one-and-a-half years. She acted as observer of children's games and talk as they interacted with their peers in their after school surroundings. Goodwin argues that peer setting provides the best opportunity to observe children as they develop social organization, and she challenges the traditional view of anthropology that perceives children as being in the process of internalizing adult values in order to integrate into the social world.

Goodwin states that she has "treated children as actors actively engaged in the construction of their social worlds rather than as passive objects who are the recipients of their culture." Rather than taking an active role in her fieldwork and manipulating the environment to create her project, Goodwin did not elicit speech from the children she studied. Instead, she followed them around and, over a period of time, became a standard fixture during their play time. Occasionally they would address her in their conversations, but for the most part she became unobtrusive in their everyday activities.

The study was situated in the children's neighborhood and occurred during those times of day when adults were still at work and primarily absent from the area. This allowed the study to concentrate on peer interaction rather than situations where adults might dominate conversation.

This text is particularly important because it argues with studies that typify female speech as different from male speech. Though female speech

is generally identified as emphasizing equality and solidarity while avoiding confrontation, Goodwin states this attitude may reinforce the idea that females are powerless as speakers. But, her findings demonstrate that female speech can both emphasize equality and solidarity and display differences or asymmetry, depending on the type of activity involved. Her findings indicate that the girls in this particular Philadelphia neighborhood acted both in cooperation and competition depending on the activity. This data reflects a multidimensional view of female social organization which is generally not disclosed in many other studies. The tendency in anthropological studies of the sexes is to emphasize the differences between genders rather than the similarities.

Goodwin defends the study of the ordinary conversation of black children which has been attacked by Chomsky as deficient and too degenerate for systematic analysis by stating that "the speech of children at play, in particular talk taken to be aimless activity, constitutes a powerful manifestation . . . of linguistic competence, . . . social and cultural competence as well."

The author has presented a very thorough and challenging text which is both interesting and important to students of the social sciences. At times, the direct quotes of children's conversations are difficult to decipher and seem ambiguous to the reader. Perhaps they would have been less confusing if the text had been expanded on by the author directly following some of the more obscure speech events. However, this book is a rigorous work which demands rethinking of the attitude of the importance of the speech event itself in terms of social organization.

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**Charles Green and Basil Wilson. *The Struggle for Black Empowerment in New York City* (New York: Praeger, 1989) 175 pp., \$39.95.**

This book by Charles Green and Basil Wilson is most informative. The authors, a sociologist and a political scientist respectively, draw upon the research and reporting methods of their disciplines in bringing forth a comprehensive interdisciplinary social science examination of the melo-drama that is politics in New York City.

Each of the seven chapters provides an up close and historical accounting of the attempts by African Americans to gain empowerment in New York City politics. The initial chapter, "Black Politics in New York City: An Overview," sets an appropriate background for an understanding of the development and progress of black political activity in New York City. This chapter, for example, establishes that African American political empowerment emerged through three distinct periods: 1) Irish hegemony, 1880-1932; 2) white ethnic symmetry, 1933-76; and 3) the white backlash